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“READING IS FOR GIRLS”: A STUDY OF THE ROLE OF GENDER IN LITERACY ACHIEVEMENT IN USAID BASA PILIPINAS



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USAID/PHILIPPINES BASA PILIPINAS PROGRAM

“READING IS FOR GIRLS”: A STUDY OF THE ROLE OF
GENDER IN LITERACY ACHIEVEMENT IN BASA PILIPINAS

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COVER CAPTION:

Third grade students from Ilocos Norte in northern Philippines are improving their reading fluency and comprehension skills by reading appropriately leveled texts. These books were developed by Basa Pilipinas, USAID's flagship basic education project in the Philippines, and implemented by Education Development Center (EDC).

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ACRONYMS

DepEd	Department of Education
EDC	Education Development Center
EGRA	Early Grade Reading Assessment
FGD	Focus Group Discussion
GAD	Gender and Development
GFPS	Gender and Development Focal Point System
NCRFW	National Commission on the Role of the Filipino Women
OECD	Organisation of Economic Co-operation and Development
UNGEI	United Nations Girls' Education Initiative
USAID	United States Agency for International Development

EXECUTIVE SUMMARY

The Basa Pilipinas (Basa) Project is a basic education project in support of the Philippine Government's literacy component of the K to 12 curriculum, and is implemented in close coordination with the Department of Education (DepEd) and other key education stakeholders. Basa is helping DepEd implement transformative literacy practices in selected divisions of Regions I and 7 by providing teacher and student materials, training teachers and school heads, and providing post-training support for Kindergarten, Grade 1, 2 and 3 teachers.



From 2013 to 2016, Basa's interventions have successfully improved literacy performance for Filipino youth in both second and third grade. However, these gains have not been consistent across genders. A clear gender gap in both Filipino and English literacy is evident between girls and boys. Girls have consistently outperformed boys, and the gender gap only widens overtime.

At the end of 2016 and early 2017, Basa undertook additional research in order to better understand the nature of existing teacher training in gender and to probe the underlying factors that inform the literacy gender gap in order to make recommendations to improve outcomes. The mixed methods study included 1) conducting a desk review of current literature on gender differences in educational attainment globally and within Southeast Asia, 2) holding a series of focus group discussions with teachers, parents and students in Basa-assisted divisions, 3) developing and administering a Gender Dynamics Tool as a supplement to scheduled classroom observations, and 4) adding questions on attendance and repetition rates of boys and girls in a teacher survey administered as part of Basa's regular evaluation activities.

This report highlights the key findings from this research, and presents recommendations on how policymakers, parents, school administrators and teachers might better address gender issues that impact learning outcomes. .

A summary of these key findings, conclusions and recommendations is below:

Myths about boys' achievement are widespread. While data demonstrate that the gender gap in educational achievement emerges early and widens over time, parents and teachers mistakenly believe that boys catch up to girls over time. Stereotypical beliefs about boys being naturally more active and less obedient than girls also contribute to normalizing the notion that school in general, and reading in particular, is a "girls' activity", and boys who excel at it are "girlish". Dispelling such myths and changing norms will require a broad-based effort to disseminate information, stimulate reflection and promote discussion on how gender norms negatively impact boys' achievement in education.

Teacher training in gender awareness has not led to changes in attitudes and practices. While teacher training in gender awareness is high, the type of training teachers reported having received varied widely and did not explicitly address actions teachers can take to address gender gaps in achievement for boys. Teachers continue to express stereotyped notions of how boys and girls learn differently. Classroom observations showed that few teachers called on boys and girls equally, and that

teachers disciplined boys more often and more harshly than girls. Teacher training in gender awareness should be re-framed from the broad concept of gender to focus on how gender dynamics in the classroom impact learning. Teachers need targeted knowledge and skills to help them implement changes in their teaching that will promote boys' learning.

Parents do not recognize how gendered expectations affect boys' achievement. While some teachers said they thought parents' lower expectations for boys' educational attainment influenced boys' lower scores, parents said they believed education was equally important for girls and boys. They acknowledged that they have different expectations of boys and girls at home, with girls responsible for indoor chores such as cleaning and doing dishes while boys were expected to do more outside work such as taking out the garbage and watering plants. However, they did not see a relationship between gendered expectations and school achievement. They tended to ascribe differences in achievement to personality and individual characteristics rather than gender. Teachers and administrators should help parents understand how gendered norms affect learning outcomes, as well as share targeted activities parents can do to promote reading with boys.

Students do not report differences in achievement between boys and girls, but they still singled out boys as needing help in reading. Interestingly, when asked about what schools could do differently to improve reading skills, many girls focused on ways to help boys learn better. This is notable because the majority of girls did not report seeing clear differences between girls and boys in school. Boys also did not single out gendered performance but simply said that they wanted to do better and they needed more attention and practice so they could improve in reading and writing. Strategies to improve boys' reading skills could include additional time on task by integrating reading across the curriculum or providing remedial reading time, ensuring appropriate reading materials geared toward boys' interests, promoting active learning strategies including strategies to individualize learning, as well as facilitating peer learning or mentoring opportunities for boys.

Lower attendance rates and higher repetition rates among boys also contribute to lower achievement among boys. Overall, Grade 2 and 3 teachers reported fairly high average daily attendance rates and very low repetition rates; however, within these rates boys had significantly higher repetition rates and lower daily attendance rates than girls. In concert with other approaches, promoting boys' regular daily attendance from pre-school through primary and secondary school could improve achievement and help lower repetition and drop-out rates for boys.

BACKGROUND

The Basa Pilipinas (Basa) Project is a basic education project in support of the Philippine Government's literacy component of the K to 12 curriculum, and is implemented in close coordination with the Department of Education (DepEd) and other key education stakeholders in selected divisions and regions nationwide. The project is aligned within the framework of USAID's Global Education Strategy, USAID-Philippines' emerging Country Development and Cooperation Strategy, and the Philippine Government's priorities for basic education. Basa began its transformative work in 2013 to improve the reading skills for one million children in the early grades in English, Filipino and selected Mother Tongues. To this end, Basa has worked on improving reading instruction, reading delivery systems, and access to quality reading materials. In addition, Basa works closely with DepEd to support and strengthen the literacy component of its K–12 Integrated Language Arts Curriculum for Kindergarten through Grade 3.



In recognition and support of the Philippine government's commitment to gender equality as enshrined in the 2103 Gender and Development (GAD) Code guidelines as well as USAID's 2012 Policy on Gender Equality and Female Empowerment, Basa developed a Gender Action Plan at the project's inception. The Plan is designed to help Basa integrate gender-sensitivity into project activities as well as monitoring and evaluation. Basa materials development aims to take gender into account through the use of gender equitable and inclusive language and representation in stories and illustrations in teacher guides and student reading materials (see USAID's 2015 Guide for Strengthening Gender Equality and Inclusiveness in Teaching and Learning Materials). Basa-developed teacher training is designed to help teachers effectively use the gender-sensitive materials. The training focuses on strategies for providing a range of learning activities as well as tailoring instruction to suit the individual needs of boys and girls. As part of the Plan, Basa also disaggregates all data by sex and tracks changes in the proportion of teachers trained on gender equality, mainstreaming and/or gender awareness.

Data on teachers' exposure to training on gender was first collected in 2013 as part of profiles on teachers participating in Basa-supported training. Of the 4,825 teachers surveyed, 35% reported having been trained on gender equality, mainstreaming and/or awareness. Since 2013, the proportion of teachers reporting that they have received gender training increased substantially. Of the 4,174 teachers surveyed in 2016, 69% reported that they had received training in gender awareness (USAID/Philippines Basa Pilipinas Program, Annual Progress Report: Year 4, January-December 2016, p. 50).

Despite the increased training in gender awareness reported, student achievement by sex has remained relatively unchanged over the same period. Baseline measures of student performance in reading taken prior to the full implementation of the program revealed an achievement gap favoring girls. Basa measured student performance in reading in Filipino at the beginning and end of Grade 2 in the school year 2013/14 using the Early Grade Reading Assessment (EGRA). Overall, girls demonstrated better results than boys. The difference was statistically significant at $p < .01$ level for all subtests but one; on the Listening Comprehension subtest, boys and girls demonstrated very similar average scores. Across seven other tested areas, girls answered, on average, 10% more correct answers than boys. One of the

largest discrepancies was on Familiar Word Reading where girls had a mean score of 57.9% correct versus boys with a mean of 43.0% correct, at the beginning of the school year.

After two years of full implementation, Grade 2 students performed significantly better in Filipino than students prior to Basa in four out of the eight EGRA subtests. This included reading comprehension, where the average percent correct rose from 28% to 42%. However, the gender gap that pre-dated Basa's implementation was still evident. In the 2015/16 school year, girls continued to out-perform boys in all Filipino and English subtests. The difference in reading performance between boys and girls is statistically significant at the $p < .001$ level for nearly all Filipino and English subtests. The gender gap in Filipino remained roughly constant from Grade 2 to Grade 3 but increased dramatically in English subtest areas for boys from Grade 2 (3%) to Grade 3 (18%). In particular, girls outperformed boys by 25% in English reading comprehension (citation).

Given these results, Basa proposed to undertake additional research in 2016 and 2017 to better understand the nature of existing teacher training in gender and to probe the underlying factors that inform the literacy gender gap in order to make recommendations to improve outcomes.

METHODOLOGY

The purpose of this research is to answer the question: *What underlying cultural, societal and economic factors affect boys' literacy attainment in Grades 1-3?*

In order to answer the question above, we conducted both secondary and primary research. The secondary research consisted of a review of recent literature on gender differences in school achievement, with a focus on data from Asia. A full bibliography can be found at the end of this report.

The primary research was designed as a non-experimental, qualitative study which consisted of focus group discussions (FDGs) with teachers, parents and students. Using the gender gap findings of the Early Grade Reading Assessment (EGRA) as a springboard for discussion, the teacher FDGs aimed to 1) better understand the nature and utility of gender training received, 2) validate EGRA's gender gap findings; 3) look at teachers' understanding of gender equality and differences in the classroom; and 4) gather data that will inform possible improvements to teachers' strategies responsive to gender differences in learning. FDGs with parents were intended to assess parent attitudes related to scholastic, economic, and behavioral expectations of boys and girls in the Philippines. Parents were also prompted to respond to the gender gap evident in Basa's EGRA results. Separate FDGs were held with boys and girls in Grades 3. These FDGs delved into parent and teacher expectations and treatment of students, both inside and outside of the classroom.

Focus groups with teachers were conducted in October 2016, and focus groups with parents and students were conducted in December 2016. There were 8 to 10 participants in each FDG; teacher and parent focus groups included a mix of men and women while student FDGs were single sex. A total of 73 Grade 3 teachers, 49 parents, and 83 Grade 3 students from eight Basa-assisted divisions participated in the activity. Below is the breakdown of participants by educational division.

TABLE 1. FOCUS GROUP PARTICIPANTS BY DIVISION

Division	Teachers	Parents	Students
Bohol	10	-	-
Cebu	9	-	-
Ilocos Norte	9	14	24
Ilocos Sur	9	20	33
La Union	8	10	16
Mandaue City	10	5	10
San Fernando City	8	-	-
Tagbilaran City	10	-	-
Total	73	49	83

The FGD guide, protocol and summary of responses can be found in Appendix A of this report.

In addition to the focus groups, Basa developed a Gender Dynamics tool to be administered during scheduled classroom observations in a sample of 22 Grade 2 classrooms in Cebu and La Union. The tool focuses on interactions between teachers and students, in particular how often teachers call on boys versus girls, as well as how often and how they discipline students.

Basa also included questions on average attendance and repetition rates of boys and girls on a teacher survey administered to 115 Grade 2 and 115 Grade 3 teachers in a sample of 120 schools at the end of school year 206/17. This survey was given at the same time as the EGRA was conducted with students in the sampled schools.

FINDINGS

SECONDARY RESEARCH FINDINGS

The following literature review highlights that the gender gap in literacy attainment is not a uniquely Filipino phenomenon. Issues of “gendered literacy” and boys’ underperformance are a pervasive issue throughout much of the world.

GLOBAL LITERATURE ON GENDERED LITERACY

Over the past 15 years, there has been a quantifiable shift in literacy attainment and education performance for girls. According to the 2015 Education for All Global Monitoring Report, notable progress has been made in achieving gender parity in enrollment, with the number of girls for every 100 boys rising from 92 to 97 in primary school and 91 to 97 in secondary school. However, progress on gender parity has been uneven across different education levels. At the primary level, there are relatively more countries with gender disparities at the expense of girls while at the secondary level, there are more countries with disparities at the expense of boys. Global trends also show that boys generally outperform girls in math, while girls increasingly outperform boys in reading, and by a wider margin. The trend in lower boys' achievement relative to girls in literacy appears to be increasing rather than decreasing (UNESCO, 2015).

Both US and global education indicators have tracked boys’ underperformance for decades, and the issue is garnering more attention in international development as governments and donors devote more resources to measuring performance in reading (Jha & Pouezevara, 2016). Studies into this issue over the past twenty years have focused on connecting literacy performance to perceptions of gender and gender expectations. This new field of “gendered literacy” posits that boys’ underperformance in literacy is not the result of any single issue. Instead, it is the composite result of numerous social, cultural, and behavioral factors that manifest themselves in boys’ educational performance as early as primary school (Orellana, 1995). The most commonly identified factor is that literacy has been associated with femininity while boys who enjoy reading have been perceived as non-masculine or effeminate (Nichols, 2002).

In response to boys’ underperformance and the emergence of a gender gap in literacy, some have suggested adjusting education approaches for boys. These suggestions have included ensuring a broad range of reading materials of different genres including non-fiction and boy-friendly reading topics, ensuring that reading materials do not reinforce male and female gender stereotypes, and increasing opportunities for active learning strategies. Others have suggested introducing single-gender book clubs, inquiry-based instruction, and increasing the number of male volunteers - all meant to shift the gender expectations of reading (Taylor, 2004; Sanford, 2005; Jha & Pouezevara, 2016).

In line with these recommendations, some scholars have focused on teachers and their inherent biases as a possible explanation for boys’ depressed performance. These studies identify the feminization of teaching, which may increase social isolation for boys, which in turn makes it harder for boys to relate and mirror their teachers (Corrington & McPhee, 2008). Numerous scholars recommend that teachers need to have gender training so that they can identify how their preconceived gender norms might be affecting their classroom expectations (Sanford, 2005; Dee, 2006).

However, not everyone perceives these new gender discrepancies in literacy in the same light. For some, this shift is more a reflection of gendered educational expectations than it is a true shift in performance. For example, Barrs argues that in the past, it was tacitly accepted and expected that girls would outperform boys in language-related subjects while boys would outperform in the hard sciences. The imperative to adjust educational approaches in England, she argues, has less to do with boys' performance per se than the fact that girls are now performing well in non-language subjects, which in turn makes boys' performance in literacy more apparent (Barrs, 2000). Other scholars are wary to portray boys as the "new disadvantaged." The problem is rooted in perceptions of reading and literacy as "un-masculine." Rather than focus on traditional boy learning strengths, which they deem as mere "quick fixes," these authors suggest expanding opportunities for individual growth and make the questioning of gender issues an integral part of school curricula (Watson, Kehler, Martino 2010).

The emergence of a gender gap in literacy has been connected to a sustained effort since the 1970s by most countries to improve education outcomes for young women. These initiatives have largely been successful, but the question now arises if they have been successful to the detriment of boys. Marks (2008) notes that there is a relationship between mathematics and reading gender gaps. Countries with large reading gender gaps (in favor of girls) tend to have small math gender gaps (in favor of boys) while countries with smaller reading gender gaps have larger math gender gaps. Although the exact underlying factors are not consistent across the 31 countries that Marks studied, he does note that there is a growing difference in attainment expectations between girls and boys (Marks, 2008). It is likely that this expectation and attainment deficit for boys is a reflection of their negative perception of education. In 2015, the Organisation for Economic Co-operation and Development (OECD) reported that boys were twice as likely to think school was a waste of time and five percent more likely to agree or strongly agree that school has done little to prepare them for success in adult life (OECD 2015).

A number of factors complicate literacy acquisition throughout the world. In South Africa, for example, language acquisition is a multilingual process. The language policy in South Africa, similar to the Philippines, is to shift from mother tongue instruction to either English or Afrikaans by Grade 4. However, this policy is not implemented uniformly with some schools staying in mother tongue, while others shifting to a secondary or tertiary language of instruction (English or Afrikaans) at different stages (Howie, Venter & Staden, 2008). This multilingual environment complicates South Africa's ability to craft a cohesive, uniform and consistent approach to address the gender gap between boy and girl students. Interestingly, in South Africa, providing more investment in education did not minimize the gender gap. In fact, as resources improved, the gender gap only widened. These findings demonstrate that the gender gap in South Africa emerges early and only worsens over time. No singular solution will remedy the gender gap; it is a complicated and systemic issue. (Zuze and Reddy, 2014)

EVIDENCE FROM THE PHILIPPINES

The Philippine Education for All 2015 Assessment highlights that boys are less likely to enroll and stay in formal school than girls, and that boys underperform girls at all levels of education. At the primary school level, the net enrollment ratio is higher for girls (96.3%) than boys (94.2%), and more girls (79.4%) than boys (71.6%) persist through the full primary cycle. The disparity is even starker at the secondary level, where net enrollment is 70% for girls and 59% for boys, and the cohort survival rate is 83% for girls and only 73.5% for boys. Girls also outperform boys on the National Achievement Test (NAT) in primary (70.6% vs. 67.2%) and secondary (53.5% vs. 49%) school. The persistent gender gap in favor of girls on the NAT is mirrored by results from EGRAs, where girls on average score 28% higher than boys on oral reading fluency (Jha & Pouezevara, 2016).

A number of explanations are given for boys' underperformance. Boys score lower on measures of school-readiness than girls, and participate in early childhood education less than girls. As a result, they may be entering formal school at a disadvantage. Parents may also be more accepting of boys' underperformance, as they perceive girls to be better students. According to research conducted by Torres (2011), using focus group discussions, interviews, and school observations, Filipino parents are more willing to keep girls in school because they believe that women require a higher investment in education in order to find employment. As pointed out by Jha and Pouezevara (2016), this perception is borne out to some extent by reality, as women do tend to be disadvantaged in the labor market relative to men. As a result, boys' increased economic viability can push them out of school (EFA 2015).¹ For those boys who do remain in school, they are nearly twice as likely to repeat a grade as girls are in primary school. The real and opportunity costs for boys' education combine to push them out of school.

Low teacher expectations, passive classroom experiences, and gendered stereotyping against boys by teachers contribute to underachievement. Health may also be a factor, as boys are more likely to get sick and become malnourished. These issues are compounded when families bear the cost of meals, transportation, school uniforms, supplies, or enrollment fees (Torres 2011a). In addition to family and classroom factors, systemic issues negatively affect boys' educational success. The United Nations Girls' Education Initiative's (UNGEI's) report, "Why are Boys Underperforming in Education? Gender Analysis of 4 Asia-Pacific Countries," points out that low investment in education results in poor quality schooling which, when combined with the pull factors of family economics, disproportionately affects boys. In the Philippines, nearly all expenditure in education goes to pay for teacher salaries, with relatively little investment in infrastructure or materials. Nonetheless, teacher salaries are still very low and have been identified as a bottleneck for improving educational quality. Other system-wide structures, like years of legislated compulsory education, price of education, and processes of academic streaming can all have unintended results that push boys out of school.

Both UNGEI and the EFA list recommendations that they hope can decrease the Filipino gender gap in literacy. Both reports agree that targeted counselling and gender-sensitivity training for educators would help teachers instruct both genders more equitably. Similar activities might also be useful to shift parent expectations of boys' academic performance. They also recommend changes in classroom practice to make learning more active, relevant and engaging for boys. Overall, both reports acknowledged that more work needs to be done to fully understand how best to address boys' underperformance.

PRIMARY BASA RESEARCH FINDINGS

TEACHER FOCUS GROUP DISCUSSION FINDINGS

TEACHER TRAINING ON GENDER AWARENESS

The majority of the FGD participants reported that they had attended some form of gender awareness training. When asked what they remembered from the trainings, answers varied from gender equality, women's and children's rights/child protection policy, code of ethics and personality development. Some

¹ The SReYA is the School Readiness Year-end Assessment and ECE is early childhood education.

reported that they had forgotten what topics were covered in the seminar. Only one teacher mentioned participating in a training that specifically dealt with gender in the teaching-learning process. These trainings were mostly organized by either the DepEd District or Division Office. For some, trainings lasted from 1 to 3 days, while others reported that only an hour-long session was dedicated to gender². From these responses, it is clear that gender awareness training, although widely reported, is not a singular activity for these teachers with a discrete definition. Moreover, gender training likely does not explicitly address how teachers might alter their approaches to classroom instruction to obtain better outcomes.

TEACHER PERCEPTIONS OF THE ROLE OF GENDER IN LEARNING

The majority of the FGD participants do not appear to have been surprised by the growing EGRA gender gap. For them, the EGRA results confirmed that the girls were more mature and “loved to read” more than the boys did. When the teachers were asked specifically about the role of gender in the classroom, the majority of respondents reported that girls were more “careful,” “studious,” and “mature” than the boys who were described as “naughty,” “playful” and “less-attentive.” Boys were generally described as preferring math and science while girls were more adept at reading. Some of the participants attributed these trends to the fact that parents paid more attention to girls’ education and spent more time developing their learning habits. These responses confirm stereotypical gendered perceptions of learning. Troublingly, the boys that fall outside of these societal norms are rebuked. A couple of teachers noted that they are more diligent or bookish boys were teased, being called “*bayot*” (gay) because they read fluently with proper expression.



A number of FGD participants felt that lower performance was due in part to home environment. One teacher remarked that boys were asked to do manual labor at home and were simply too tired at school to perform well. Another noted that boys were less likely to study because they were more combative with their parents. Overall, many of the teachers remarked that the boys’ lower attention span was primarily to blame for the gender-based performance gap.

TEACHER RECOMMENDATIONS FOR IMPROVING LEARNING OUTCOMES FOR BOYS

When asked how Basa or DepEd could address these gender performance discrepancies, most of the FGD participants were at a loss. Only participants from the Bohol FGD specifically mentioned the need for more gender awareness training. The teachers requested a wide variety of additional materials including video lessons, tablets, and other technology applications. It is possible the teachers requested increased technology in the classroom because they thought it would appeal more to boys, but this was not explicitly mentioned. As well, the teachers wanted parents to be more involved in student performance, more remedial instruction, and improved student support services.

² Basa training on literacy instruction has a large focus on differentiated instruction to meet individual learner needs. Teachers are guided on how to formatively assess learners’ reading in order to provide appropriately leveled text and differentiated support. Gender and the achievement gap between girls and boys, however, are not explicitly highlighted in these training events. As such, no teacher in the focus group mentioned Basa literacy training in relation to gender.

PARENT FOCUS GROUP DISCUSSION FINDINGS

GENDERED EXPECTATIONS AT HOME AND IN THE CLASSROOM

Overall, parents did not see boys' underperformance as a systemic problem in the Filipino educational system. Although boys displayed different behaviors, parents did not expect these traits to affect scholastic performance. Instead, parents were more inclined to see boys' underperformance as an individual, opposed to a gender issue.

Parents acknowledged different expectations for behavior for girls and boys in Grades 1–3. Girls were seen as more “domestic” “mature,” and “calm” while boys were “playful,” “immature,” and “rowdy.” Similarly, parents had gendered expectations of household chores. Boys do more manual labor and work outside while girls focused on cleaning. Although parents largely reported similar expectations of their sons and daughters, participants from one division did acknowledge that girls were incentivized to read more as children because they were more frequently given books as gifts while boys who read might be pressured by their peers to go and play instead.



In contrast to household expectations, most parents said they had the same scholastic expectations for their sons and daughters. Any differences that appeared between their children was more a reflection of individual ability than gender expectations. As well, parents said their scholastic expectation of children was more informed by birth order than gender. A handful did say daughters needed their education more than their sons to have a successful future.

After seeing the EGRA data on the gender gap in Basa classrooms, parents had a variety of responses. Many did not see the gender gap as a gender issue and instead believed this was the result of individual achievement. Others were unsurprised by the gender gap and thought it was normal for young girls to outperform boys. These parents believed that the boys would catch up later in school, which the literature review noted as being a commonly held, but ultimately false, assumption.

PARENT RECOMMENDATIONS FOR IMPROVING LEARNING OUTCOMES FOR BOYS

When asked about how to improve boys' literacy performance, parents suggested providing more varied reading materials that would engage children. They mentioned that colorful books, books about inventions or other topics of interest to boys or even e-books might encourage boys to read more. They also suggested that teachers could use games or competitions to spark interest in reading. Some parents thought that it was important to limit access to television and ‘gadgets’ and said they could encourage boys to read if children were allowed to bring home books from school. Parents recognized that they were role models for their children and could be more encouraging and patient in guiding slow readers, or get older children to tutor younger ones. Generally, parents did not see teacher performance as contributing to a gender gap in literacy. However, they did say that teachers should enforce discipline and pay equal attention to boys and girls in class. Parents did believe schools could do more to cater to underperforming students, such as providing more remedial reading time or mentoring, but did not say this should be done along gender lines.

STUDENT FOCUS GROUP DISCUSSION FINDINGS

STUDENT PERCEPTIONS OF GENDERED EXPECTATION AT HOME AND IN THE CLASSROOM

Both boys and girls agreed that girls, on average, were the faster, stronger readers who participated more frequently in class. However, girls and boys did not think one gender underperformed. Some of the boys thought their grades, on the whole, were higher across all subjects. A number of students agreed that girls were stronger in certain subjects, like English and Filipino, while boys were stronger in math and science. Interestingly, a few boys also mentioned that they excelled in Filipino while girls preferred to study English. Overall, although the FGD participants all agreed girls outperformed in reading, this was not described as a problem.



Similar to differences in classroom performance, students of both genders confirmed that household chores were allocated along gender lines. Boys were expected to do more work outside such as watering plants, feeding animals, and taking out garbage while girls' chores were largely indoor tasks such as cleaning and doing dishes. Teachers generally implemented these same gendered work divisions in their classrooms. Some of these home and classroom differences, according to the students, were predicated on behavioral differences between girls and boys. Girls were "more careful" and "attentive" while the boys preferred to run around and play games.

Overall, the large majority of students of both genders believed that their teachers and parents had equal expectations of them at home and in the classroom. Both boys and girls reported that differences in expectations were more influenced by birth order than gender. However, the girls from one division believed that teachers and parents alike had different expectations of girls and boys. Boys and girls differed on how those expectations diverged. Some of the girls believed their parents and teachers had higher expectations of them because they were more mature and better behaved. A couple of boys, on the other hand, said their fathers expected their writing to be better than their sisters.

STUDENT RECOMMENDATIONS FOR IMPROVING LEARNING OUTCOMES

Interestingly, when asked about what schools could do differently to improve reading skills, many girls focused on ways to help boys learn better. This is notable because the majority of girls did not report seeing clear differences between girls and boys in school. Boys did not single out gendered performance and simply said that they wanted to do better, and they needed more attention and practice so they could improve in reading and writing. It seems that although both genders said their classroom performances and expectations were not a problem, they also understood that the boys needed to improve their performance in literacy.

CLASSROOM OBSERVATION FINDINGS

In January/February 2017, a sample of twenty-two Grade 2 classrooms in Cebu and La Union were observed during a Filipino reading lesson to see how boys and girls participate in class and interact with the teacher during each lesson.

GENDER BIAS IN CLASSROOM PARTICIPATION

Observers reported a gender bias in the frequency with which teachers call on students. In nearly half the classrooms, girls were called on more frequently than boys, whereas in about a third of the classrooms, boys were called on more frequently than girls. In several cases where gender biases were

noted in participation, observers noted that it was due to unequal balances of boys and girls in the classroom or that either boys or girls in that particular classroom more actively volunteered to participate and, as such, were called on by the teacher more often. Only in four (18%) classrooms did observers find that girls and boys were called on equally by the teacher. In these classes, teachers were observed consciously alternating the participation of boys and girls to ensure a gender balance.



GENDER BIAS IN APPROACHES TO DISCIPLINE

Observers found an evident gender bias when examining the frequency with which teachers discipline boys and girls. In most classrooms (68%), boys were disciplined more often by teachers than girls. In several classrooms (32%), they were disciplined equally. There were no classrooms where teachers were observed disciplining girls more often than boys. Observers noted that boys were usually reprimanded for inattention, off task behavior and for talking to their seatmates.

In the majority of classrooms (68%), teachers were not observed using harsh discipline techniques on students. However, in nearly a third of classrooms, teachers used some type of harsh discipline such as yelling, insulting, grabbing or otherwise physically disciplining a student. Notably, harsh discipline was observed in more classrooms being used on boys than girls. In fact, in all seven classrooms where harsh discipline was observed, it was observed being used on boys, while only two teachers were also observed using harsh discipline on girls. Additionally, physical discipline techniques were observed only being used on boys.

TEACHER SURVEY FINDINGS ON ATTENDANCE AND REPETITION RATES

As part of the 2016/17 school year, EGRA was conducted in February 2017 in 120 schools in five Basa-supported divisions, with 230 participating teachers surveyed on a range of issues. The survey included questions on average daily attendance of boys and girls as well as average percentage of boys and girls in their classes who had repeated a grade.

GENDER DIFFERENCES IN AVERAGE DAILY ATTENDANCE AND REPETITION RATES

Teachers reported that the overwhelming majority of learners attend school every day. In Grade 2 classrooms, teachers reported that, on average, 91.1% of their learners attend daily. Grade 3 teachers reported slightly lower rates stating that, on average, 89.4% of students attend school every day. When examining students that attend daily by sex, analysis showed that more girl learners attended school daily than boy learners, on average, in both Grades 2 and 3. In Grade 2, 92.5% of girl learners attended daily while only 89.9% of boy learners did the same, representing about a 2.7 percentage point difference in learners ($p=.033$). This difference is even greater in Grade 3 with 91.9% of girl learners attending school every day compared to 87.6% of boy learners ($p=.000$).

On average, Grade 2 and Grade 3 teachers reported very low repeater rates, with only 1.4% of learners in their classrooms who were repeaters. The percentage of repeaters by grade was fairly consistent. An analysis of grade repetition by sex showed that a significantly higher percentage of boy learners than girl learners were repeaters in both Grades 2 and 3 ($p=.000$).

TABLE 2. LEARNER/TEACHER RATIO, ATTENDANCE AND GRADE REPEATERS STATISTICS, BY GRADE

Grade	Learner/ Teacher Ratio	Repeaters (pct)			Attend Every Day (pct) ³		
		Boys	Girls	Total	Boys	Girls	Total
Grade 2	30 : 1	1.8	0.6	1.3	89.9	92.5	91.1
Grade 3	32 : 1	2.0	0.7	1.4	87.6	91.9	89.4

³ Teachers were asked, “How many boys in your class come to school every day?” and “How many girls in your class come to school every day?” This percentage reflects the average percent of boys who attend school every day; the percent of girls who come to school every day and the percent of all learners who attend school every day.

SUMMARY

Concern over boys' literacy is not a new phenomenon, and the Philippines is not the only country to struggle with boys' literacy performance. Both US and global education indicators have tracked boys' underperformance for decades. The gender gap in primary education pre-dated Basa Pilipinas' implementation. Under Basa, boys continue to underperform relative to girls in both Filipino and English EGRA testing. This gender gap widens as students transition from Grade 2 to Grade 3. This study attempted to understand how teachers, parents, and students understand gender norms and expectations of boys and girls in elementary-level Filipino classrooms.

After speaking with teachers in a series of FGDs it became apparent that Basa teachers did not have a singular understanding of gender training. Although many teachers reported some form of gender training, the timing and exact focus of these trainings varied widely. Moreover, gender training has not changed the way these teachers approach gender in their classroom instruction. Teachers continued to describe girls and boys largely along stereotypical lines. Girls were "careful," "studious," and "mature" whereas boys were "naughty," "playful," and "less-attentive." Teachers were unsurprised by the gender gap but felt they treated their students equally. A number of FGD participants pointed to the need for increased parent involvement to aid boy students. However, in general, teachers did not have substantive suggestions as to how to address the gender gap problem.

While teachers accepted boys' underperformance on EGRA testing, parents did not see boys' underperformance as a systemic issue. Instead, parents were more inclined to see boys' underperformance as an individual, opposed to a gender issue. Parents acknowledged different expectations for household chores (girls inside and boys outside), but also noted that household expectations were heavily influenced by birth order. Although parents had gendered expectations of their children at home, parents did not expect these traits to affect scholastic performance. A number of parents believed that boys would "catch up" over time. Interestingly, parents did not believe that teacher performance was a cause of the gender gap. This assertion underlines that the gender gap is not solely a result of the scholastic experience. Instead, it is a combination of what takes place at home and in school.

While both parents and teachers believed they treated young boys and girls similarly, the students themselves did not agree. Boys and girls both stated that girls were the stronger readers, answered more questions correctly, and were called on more often by their teachers. Similar to differences in classroom performance, students of both genders confirmed that household chores and classroom chores were allocated along gender lines. Students understood that there were different norms for boys' and girls' behavior and chores.

Interestingly, students of both genders largely believed that teachers and parents had equal expectations of both genders. This response creates a paradox. The students stated that boys and girls had different roles at home and in the classroom, based on gender. However, they also held to a perception of equality in parents' and teachers' scholastic expectations. This difference became more apparent when students were asked how to improve school. Although none of the students mentioned a "gender gap" nearly all of the girls in their FGDs focused on helping boys while the boy participants wanted more help

for low-performing students. It seems that gender differences are not easily isolated but their effect permeates the understanding and beliefs of Filipino students in elementary school.

Observed gender dynamics in a sample of classrooms contradicted teachers' perceptions of their interactions with boys and girls. While teachers said they treated both boys and girls equally, observers only noted equal participation in four out of 22 classrooms. In these classes, teachers were seen to consciously alternate calling on boys and girls. In 8 of the remaining 22 classrooms, boys were called on more often, while in 10 out of 22 classes girls were called on more in class. Gender bias in approaches to discipline was even more evident. Teachers disciplined boys more often than girls, and only used physical discipline with boys.

The literature review also suggested that lower attendance rates of boys are a contributing factor to boys' under-achievement relative to girls. Teacher reported attendance data from Grade 2 and 3 Basa teachers does corroborate this, as they reported lower daily attendance and higher repetition rates for boys than for girls. While there are statistically significant differences between boys and girls, teachers still reported relatively high daily attendance for boys (88 to 90%) and relatively low repetition rates (2%). This suggests that attendance and repetition are only a part of the larger cultural and societal factors that influence boys' achievement in school.

RECOMMENDATIONS

The findings above highlight that the issue of boys' underperformance in literacy is evident from the earliest stages of formal schooling and persists throughout the school system, as a result of complex social, cultural and economic factors. There are no quick fixes that a single intervention can apply that are likely to demonstrate immediate effects on boys' achievement. Nonetheless, the findings do suggest that there are actions that can be taken by policymakers, parents and teachers to help address gender bias in the classroom and to help boys close the achievement gap in reading.

- 1) Disseminate and promote discussion among policymakers, school administrators, teacher and parents of the data on gender differences in educational attainment to dispel the myth that 'boys will catch up'.
- 2) Promote more explicit discussion of how gender dynamics within the classroom affect learning in teacher training, and increase teachers' awareness of how their own interactions with students might reinforce stereotypical attitudes and practices that affect learning outcomes.
- 3) While continuing to focus on the importance of differentiated instruction to meet the individual needs of all learners, ensure that teaching and learning materials and lesson plans have learning activities that also engage boys. This includes ensuring that reading material is free of gender stereotypes and addresses topics of interest to boys and girls. In the classroom, promote active learning strategies and introduce innovative teaching methods in reading instruction, which could include the use of technology . Expand time for reading instruction across the curriculum and in remedial reading time.
- 4) Promote peer approaches to encouraging boys to read, and to normalize it as a masculine activity. This could include grouping boys during class or remedial time.
- 5) Provide teachers and principals with the tools to engage parents in discussions on the importance of daily attendance for boys, how parents' gendered expectations can influence learning outcomes, as well as practical advice on how parents can promote reading as a 'boys' activity' at home.
- 6) Use DepEd's 2017 *Gender Responsive Basic Education Policy* to engage schools, teachers and parents in raising awareness about and providing solutions to the achievement gap between boys and girls.

"Policies must be developed to address the problems that many boys face, as well as girls in accessing and completing education. The disadvantages boys face in education are more complex to understand and address."

— EFA Global Monitoring Report, Gender and EFA 200-2015: Achievements and Challenges

CONCLUSION

The Philippine government has shown a commitment to promote gender parity and equality. Beginning with the National Commission on the Role of the Filipino Women (NCRFW) in 1975, there has been a steady slate of programs directed towards promoting gender equality. The Philippine Commission on Women (PCW, formerly the NCRFW as of 2009), the primary policy-making body on women and gender equality, legislated the core tenets of non-discriminatory pro-gender action in the Philippine Magna Carta of Women in 2009. Since 2009, the Philippine Commission of Women and the Philippine Framework Plan for Women have worked towards mainstreaming gender and development throughout the government, its bureaucracy, and the country in general.⁴ Cumulatively, these gender programs have helped the Philippines become the seventh ranked nation globally in the World Economic Forum's *Global Gender Gap Index* (WEF 2015).

Since 2013, specific gender initiatives in education have fallen under the DepEd Gender and Development (GAD) Focal Point System (GFPS). This committee is tasked with overseeing all GAD-related work in DepEd including identifying gender issues, recommending revision of policies to advance women's status and child protection, and analyzing DepEd programs using the *Harmonized GAD Guidelines for Programs and Projects* to determine their gender sensitivity.

In June 2017, DepEd issued a gender responsive basic education policy which outlines the steps that the education system can take to remedy gender inequality in education, including boys' underperformance. It highlights the importance of gender-sensitive curricula, teaching strategies and assessment methods that promote optimal outcomes for both boys and girls. It also signals a commitment to regular review of gender disaggregated education data and to proactively seeking best practices. We hope that the findings of this study will contribute to the body of knowledge and promote continuing discussion of how improve learning outcomes for boys.

⁴ The primary document used to dictate gender policy throughout the Filipino Government is the *GAD Code Guidelines: Guidelines on the Formulation, Implementation, Monitoring and Evaluation of Gender and Development (GAD) Code*. This code was created by the Philippine Office of the President and the Philippine Commission on Women with support from the Canadian International Development Agency in 2013.

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APPENDIX A: GENDER FOCUS GROUP DISCUSSION

GENDER FOCUS GROUP DISCUSSION (FGD)

This activity responds to USAID and Basa Pilipinas' gender custom indicator⁵ and gender sensitivity principle. Using the gender gap findings of the Early Grade Reading Assessment as springboard for discussion, the FGD aims to 1) validate EGRA's gender gap findings; 2) look at teachers' understanding of gender equality and differences in classroom; and 3) gather data that will inform possible improvements to teachers' strategies responsive to gender differences in learning.

DESCRIPTION

One (1) FGD will be conducted to each Basa-covered Division, with a total of eight (8) FGDs. A group of 8 – 10 teacher participants (mix of male and female from different districts; regardless of whether they attended a gender training or not) will be recruited on a voluntary basis. The FGD, which is about 1 hour to 1 ½ hours long shall be carried out preferably at the end of a training day in a conducive and quiet space. One Basa staff member will facilitate the discussion and another Basa staff member will document the proceeding.

MATERIALS

- Attendance sheet which includes participant's name, sex, school, grade level taught, age, signature portion), and brief confidentiality agreement
- Name tags for participants
- Audio recording device
- Camera
- Copy of Gender FGD Protocol and Guide Questions
- Copies of Snapshot of Sex-Disaggregated EGRA Findings (Annex A)

PROTOCOLS FOR FACILITATORS

PLANNING AND PREPARATION

- Recruit participants and inform them of FGD details.
- Learn and be familiar with the Gender FGD Protocol and Guide Questions.

⁵ Proportion of participating school heads, supervisors, and teachers reporting that they have increased gender awareness in their management and teaching

- Prepare attendance sheet and all materials

FGD PROPER

- Arrange the room and seats so all participants are comfortable and are facing each other.
- Welcome the participants as they come in and make them feel at ease by engaging them in casual conversation.
- Ask participants to fill out the attendance sheet.
- Give each one a nametag.

FACILITATOR'S ROLE	DOCUMENTER'S ROLE
<p>Explains the activity, what they can expect and what is expected of them.</p> <p>Reads and follows the discussion guide outlined in the Gender FGD Protocols and Guide Questions.</p> <p>Actively listens; does not project an attitude of expertise on the topic/s by sharing own experiences.</p> <p>Remains neutral when participants express different or opposing views.</p> <p>Maintains a high energy and sustains the flow of discussion by employing appropriate questioning strategies.</p> <p>Leads the discussion by asking general questions first then moves to questions that will further detail or expand the answers of the participants to elicit responses that are more comprehensive (stick to the given Guide)</p> <p>Makes sure that all participants have an opportunity to share their thoughts.</p> <p>Makes sure that none of the participants dominates the discussion.</p> <p>Anticipates and allows a reasonable amount of silence between questions and considers the need of participants to think about their responses.</p> <p>Closes the discussion appropriately.</p>	<p>Time management: Keeps time and makes sure that the discussion is finished within a maximum of 1 ½ hours; signals the facilitator to proceed if discussion is taking too long; takes note of start and end time.</p> <p>Documentation: Makes sure that the entire discussion is audio recorded; observes proceedings and takes field notes; takes photos.</p> <p>Others: Handles environmental conditions and logistics; responds to unexpected interruptions.</p>

POST FGD

- Thank the participants.
- Collect sheets on Sex-Disaggregated EGRA findings.
- Organize all notes.
- Have a debriefing session (facilitator and documenter).
- Submit FAR.
- Complete the FGD Analysis Template.

REMINDER

A focus group discussion is not:

- | | |
|--|--|
| <ul style="list-style-type: none">- A debate- Group therapy- A conflict resolution session- A problem solving session | <ul style="list-style-type: none">- An opportunity to collaborate- A promotional opportunity- An educational session |
|--|--|

GENDER FGD PROTOCOL

PART I. WELCOME/INTRODUCTIONS

- Good afternoon and welcome to this focus group discussion. Thank you for agreeing to meet with us today.
- My name is _____ and I will be facilitating this activity. This is
- _____ and s/he will be documenting our discussion.
- We would like to learn more about your views on gender as a factor in girls' and boys' learning. Are there similarities or differences in how girls and boys learn, in what their preferences are in terms of learning/literacy activities, and in their performance in literacy tasks? Just to inform you, we are also doing these discussions with teachers from other Basa Divisions.
- Our discussion will be recorded because we don't want to miss any of your comments. We might not be able to write fast enough to get everything you say. The recordings will be transcribed and translated.
- We've given you name tags so we can address each other by our first names. However, we won't use any names in our reports. You may be assured of complete confidentiality. The reports will go back to our main office in Manila to help plan future programs. We also ask you to keep everything that we have discussed here confidential.
- Your participation is very important, but you have the right not to participate if you do not want to. Your participation is voluntary, and you can stop participating at any time for any reason with no loss or consequence.

- If you agree to participate, and also to keep everything that we have discussed here confidential, please fill in the attendance sheet and initial the column marked “I agree to keep everything we discuss confidential.” *[Note to facilitator: If consent is not given, dismiss the participant(s) with thanks.]*
- As your facilitator, I am responsible for making sure that everyone is heard and understood. So before we begin, let’s keep in mind some ground rules.
 - Let us be respectful of other’s ideas. There may be different points of view but there are no wrong answers. Please feel free to share your ideas even if they differ from what others have said. We are interested in your insights and comments, whether positive or negative.
 - Let’s treat this like a casual conversation among friends. Let’s relax, be courteous and take turns when speaking and listening.
 - Please feel free to elaborate or explain and discuss with one another and not just with me. But please keep it as brief as possible to allow everyone a chance to speak.
 - I will start by asking questions. Please answer the question first and then add other comments. You may ask for clarification if the question is not clear.
 - You may speak in the language that you are comfortable with. *(Specify which languages they can choose from depending on what languages the facilitator speaks.)*
 - We hope to finish in an hour or an hour and half depending on the level of your participation.
 - Do you have any questions before we start? *(address initial concerns)*
 - Let’s begin. Let’s find out more about each other by going around the group. Please tell us your name, school, and district.

PART II. GUIDE QUESTIONS (FOR TEACHERS)

1. Have you attended any gender awareness training?
 - What is your understanding of gender?
 - What was/were the training/s about?
 - How many days/hours did the training last?
 - Can you give a couple of topics that were discussed in the training?
 - Did the training change or affect the way you do your work as a teacher? How?
2. Do you think learners’ gender has implications on the way they learn?
 - Do boys learn differently from girls? What makes you say so? Can you cite examples from your own experience?
 - What key differences do you notice in boys and girls in terms of the way they learn/understand i.e. lessons?
 - What are some topics or themes that seem to interest boys more than girls, and vice versa? For both?
 - What activities are girls/boys more receptive to? (Or: What do you think are the differences between boys and girls in terms of class activities they prefer to do or are enthusiastic about?)
 - Any gender differences in participation in classroom activities i.e. recitation, leading group work, performance on quizzes or tests?

- How do you plan your lesson? What kinds of support do you provide to them?
3. Basa Pilipinas has conducted three waves of Early Grade Reading Assessments in randomly selected schools across four (4) DepED divisions to examine changes in student achievement in reading. Randomly selected Grade 2 and 3 students were assessed in Filipino and English. We have disaggregated the results by sex and there were significant findings. *Distribute the sex-disaggregated EGRA results info sheet and let them briefly examine the info (See Annex A).*
 - Ask for comments on the results:
 - Why do you think the EGRA results showed a gap in reading skills between boys and girls?
 - Do these results reflect what is happening in your class? In the classes you teach, do girls also outperform boys in terms of reading ability? Could you elaborate/cite examples?
 - Have you encountered anything that is different/opposite from the findings presented? Why do you think it is so? Why do you think they read or learn as well as they do?
 4. Do you do anything differently if some learners are not mastering the lesson or are falling behind in their reading ability?
 - Could you give specific examples of steps you take or activities you implement for students falling behind?
 - What types of tasks, activities, or content do you provide for boys? For girls? For both?
 - What can you do to better engage learners who are falling behind while not discounting the participation of the rest?
 5. Any suggestions on how DepEd and/or Basa can ensure that all learners are progressing at the same pace, regardless of gender?

GUIDE QUESTIONS (FOR PARENTS)

1. Do you have male as well as female children?
 - Any differences in terms of what they can do to help out at home?
 - Any differences in terms of their dreams and ambitions?
 - Any differences in the way they deal with school/studies?
 - Any differences in their hobbies or interests?
2. Any differences in your expectations for your male and female children when it comes to household chores?
3. Any differences in what you expect from your male and female children in terms of their studies?
4. Our reading research shows that boys do not progress/keep pace with girls in their reading. Does this surprise you? Do you see this in your own children?
5. What can the school or teachers do to help boys and girls progress equally in their reading?
6. What can parents do to help both boys and girls progress in their reading?
7. Who do you think needs to be in school more--boys, girls, or no difference?

GUIDE QUESTIONS (FOR STUDENTS)

1. What was the last thing you read? When did you last read?
 - What topic was it about?
2. Do you think there is a difference between boys and girls in terms of inclination toward and skill in reading?
 - Why?
- 3a. Who responds more frequently to questions from the teacher, girls-boys-no difference?
- 3b. Who finishes reading faster? Girls-boys-no difference?
- 3c. Who has more correct answers to questions after reading? Girls-boys-no difference?
4. Do you think there is something distinct about what parents expect of you because you are a boy (girl)?
 - Do you have girl (boy) siblings? Is there anything different between what parents expect of you as a boy (girl) and what they expect of your girl (boy) sibling/s?
 - What chores do you get asked to do at home that your sister (brother) is not asked to do?
 - Do your parents expect the same thing of you and your sister (brother) in terms of school work, assignments, grades, going to school everyday?
 - What do you think about these differences, if any? Do you agree there should be differences? Why/why not?
5. Do you think there is something distinct about what teachers expect of you because you are a boy (girl)?
 - Do you notice anything different about what teachers ask boys and girls to do in the classroom?
 - Do you think teachers ask or expect the same thing of girls and boys, or do they expect more from one more than the other?
 - Who gets asked to recite, write on the board, and read aloud more often - boys, girls, no difference?
6. Do you think there are differences between what boys like to do and what girls like to do?
 - What do girls like to do?
 - What do boys like to do?
 - What do both boys and girls like to do?
7. Do you think there are subjects where boys (girls) are better than girls (boys)? What subjects are these? Why do you say so?
8. In terms of books, are there topics that boys like better than girls? What are these?
9. In terms of hobbies, are there hobbies that boys like that girls do not like? Why do you say so?

10. What do you think the school or your teachers can do to make you enjoy going to school and reading/learning more? What would motivate you to go to school/learn?

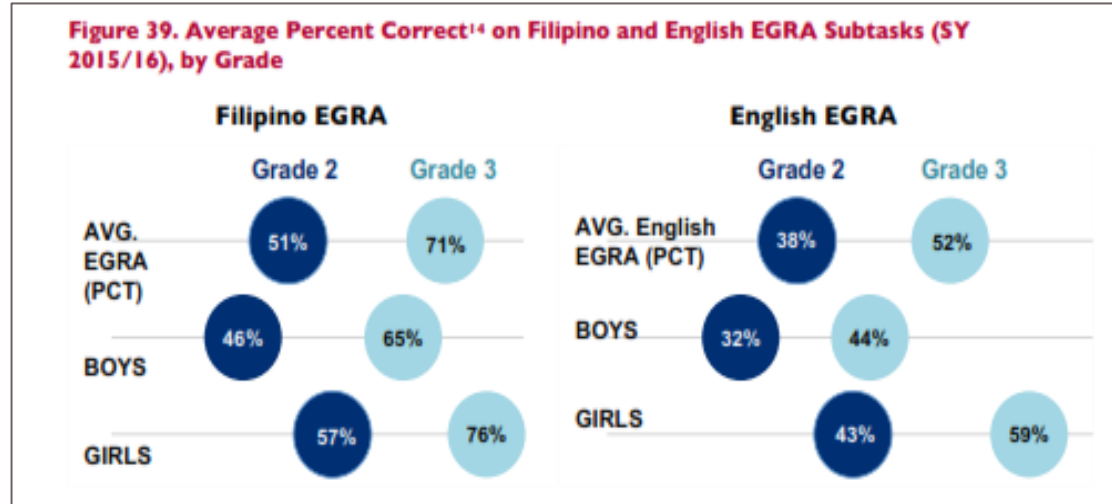
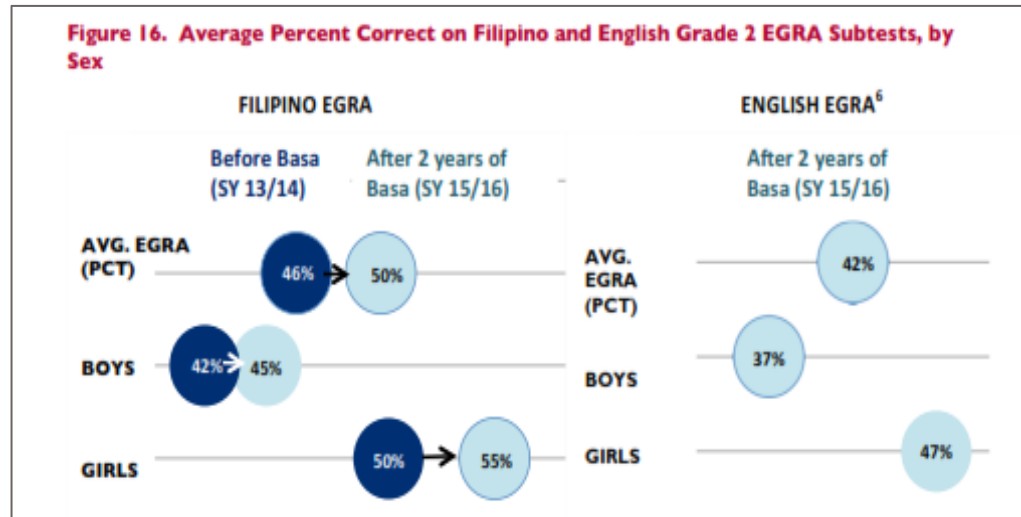
Other items:

- a. What is your favorite leveled reader and why?
- b. What is your least favorite leveled reader and why?
- c. What other book topics would you like to read in the future?

PART III. CONCLUSION

That brings us to the end of our activity. Again, thank you for agreeing to participate.

APPENDIX B: SNAPSHOT OF SEX-DISAGGREGATED EGRA FINDINGS



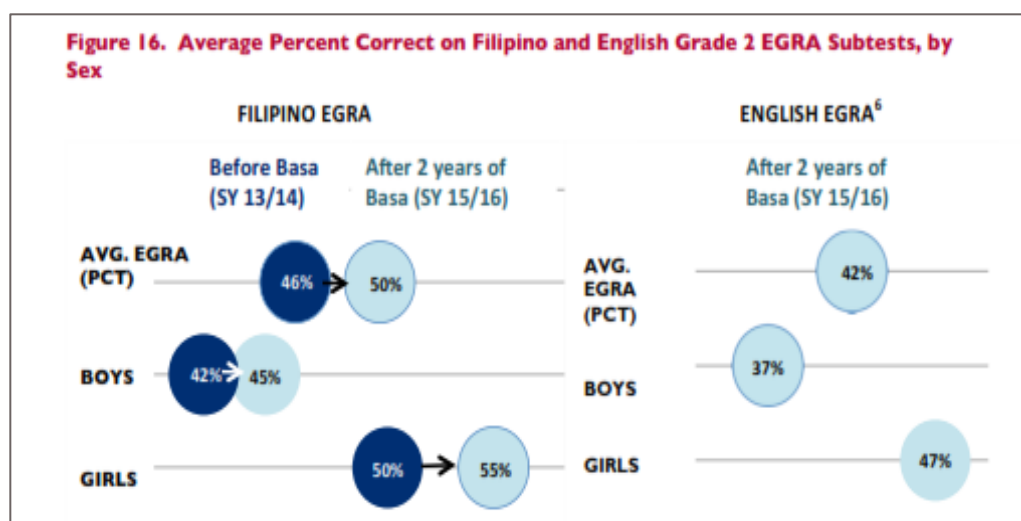
Results from Basa schools

- On every EGRA subtest, girls do significantly better than boys
- The gender gap is present in both Grade 2 and 3
- The gender gap is present in all years, ie. 2013/14 before full Basa intervention as well as 2014/15 and 2015/16 during full Basa intervention

13

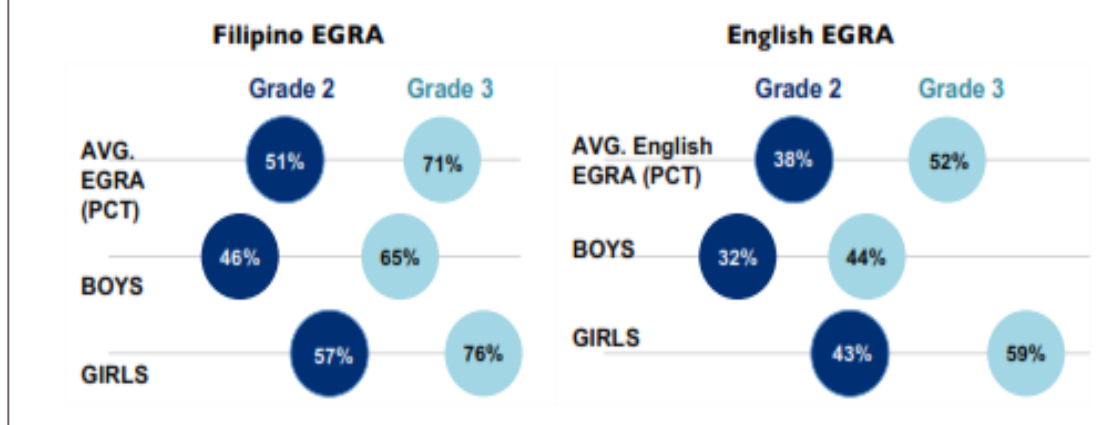
APPENDIX C: ADDITIONAL INFORMATION ON SEX-DISAGGREGATED EGRA FINDINGS

(FOR FACILITATORS ONLY)



- (L) graph: In Grade 2 Filipino EGRA, girls outperform boys both in the first round (50% vs 42%) and last round of data collection (55% vs 45%). The graph shows that gap has been wider after 2 years of Basa intervention.
- Subtests in which Grade 2 girls are learning at faster rate: Initial sound identification, dictation
- (R) graph: In Grade 2 English EGRA, girls (47%) outperform boys (37%).

Figure 39. Average Percent Correct¹⁴ on Filipino and English EGRA Subtasks (SY 2015/16), by Grade



- (L) graph: Gender gap in EGRA performance appears to remain largely consistent (11%) for Filipino in Grade 2 and Grade 3.
- (R) graph: For English EGRA, gender gap appears to be widening (from 11% to 15%).
- Grade 3 English subtests where gap is much wider: Reading comprehension, Listening Comprehension, Dictation